

## Welcome to the Office of Public Instruction (OPI) E-Grants System

Please enter your user ID and Password

User ID:

Password:

LOGON

Public Access

See the Instructions for supported browsers and optimal screen resolution settings.

## Overview

### ESEA / No Child Left Behind (NCLB) Consolidated Programs

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**Programs:** Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Title II, Part A - Improving Teacher Quality

Title II, Part D- Enhancing Education Through Technology

Title III - English Language Acquisition

Title IV, Part A - Safe and Drug-Free Schools and Communities

Title V, Part A - Innovative Programs

Title VI Part A, Subpart 2 - General Transferability

Title VI Part B, Subpart 1 - Small Rural Schools

Title VI Part B, Subpart 2 - Rural Low Income

**Purpose:** The NCLB Act, signed into law on January 8, 2002, requires that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The No Child Left Behind Act of 2001 (NCLB) redesigned the Elementary and Secondary Act (ESEA) programs to emphasize four pillars of reform.

1. Accountability for results
2. Doing what works based on scientific research
3. Local control and flexibility
4. Expanded parental choices

Legislation: [Public Law 107-110, the No Child Left Behind Act of 2001](#)

## Contact Information

\* Denotes required field

### Authorized Representative

Last Name	<input type="text"/>	First Name	<input type="text"/>
Phone	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Fax	<input type="text"/> <input type="text"/> <input type="text"/>
		Email	<input type="text"/>

### District Clerk

Last Name	<input type="text"/>	First Name	<input type="text"/>
Phone	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Fax	<input type="text"/> <input type="text"/> <input type="text"/>
		Email	<input type="text"/>

Check a box below and complete the information if the contact is not the Authorized Representative listed above.

☐ Title I A Contact:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Fax*	<input type="text"/> <input type="text"/> <input type="text"/>
		Email*	<input type="text"/>

☐ Title II A Contact:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Fax*	<input type="text"/> <input type="text"/> <input type="text"/>
		Email*	<input type="text"/>

☐ Title II D Contact:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Fax*	<input type="text"/> <input type="text"/> <input type="text"/>
		Email*	<input type="text"/>

☐ Technology Coordinator:

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/> <input type="text"/> <input type="text"/>	Extension	<input type="text"/>
		Fax*	<input type="text"/> <input type="text"/> <input type="text"/>
		Email*	<input type="text"/>

☐ **Title III Contact:**

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/>	Extension	<input type="text"/>

☐ **Title IV A Contact:**

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/>	Extension	<input type="text"/>

☐ **Title V A Contact:**

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/>	Extension	<input type="text"/>

☐ **Title VI Contact:**

Last Name*	<input type="text"/>	First Name*	<input type="text"/>
Position Title*	<input type="text"/>		
Phone*	<input type="text"/>	Extension	<input type="text"/>
Summer Phone*	<input type="text"/>	Extension	<input type="text"/>

**Application Approval/Disapproval Copy Email Addresses**

☐ Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative or Superintendent who submits the application does not need to be included in this list.

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

## Funding Tab

### Allocations

	Title I A	Schoolwide	Title I I A	Title I I D	Title I I I	Title I V A	Title V A	Title V I B
<b>Current Year Funds</b>								
Allocation								
ReAllocated (+)								
Released (-)								
Total Current Year Funds								
<b>Prior Year(s) Funds</b>								
Carryover (+)								
ReAllocated (+)								
Total Prior Year(s) Funds								
Sub Total								
<b>Multi-District</b>								
Transfer In (+)								
Transfer Out (-)								
Administrative Agent								
Adjusted Sub Total								

Complete the section below to notify the SEA that the applicant is transferring or flexing funds per the provisions of the State and Local Transferability Act. Guidance on Transferability is available at <http://www.ed.gov/programs/transferability/finalsummary04.doc>. Guidance on REAP/Flex is available at <http://www.ed.gov/policy/elsec/guid/reap03guidance.doc>.

Funds Available for Transfer/Flex	Title I A	Schoolwide	Title I I A	Title I I D	Title I I I	Title I V A	Title V A	Title V I B
Applicable Percentage								
Current Year								
Cap for Carryover								
Total Available for Transfer/Flex								
From Title I I A (+)								
From Title I I D (+)								
From Title I V A (+)								
From Title V A (+)								
Total Transfer/Flex								

If you have an approved Schoolwide plan, you are eligible to transfer funds to the Schoolwide program. You may transfer up to the amount indicated for each of the other Titles. Funds transferred to Schoolwide below will be available for budgeting under the Schoolwide program. The Title I amount transferred to Schoolwide will be edited against amounts entered on Targeting Step 4. The Title I transfer amount must be greater than or equal to the sum of the Public Allocation for each school marked Schoolwide (SWP).

Amount Available for Transfer								
To School Wide (-)								

**Funds not applied for**

(SEA may reallocate funds to other grantees)

Current Year Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior Year Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Net Adjustment								
Total Available for Budgeting								
	Title I A	Schoolwide	Title I I A	Title I I D	Title I I I	Title I V A	Title V A	Title V I B

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Do Not Submit to the OPI

## Topic Funding

	Title I A	Schoolwide	Title II A	Title I D	Title III	Title I VA	Title VA	Title VIB
<b>Total Available for Budgeting</b>								

**Topic Funding** Indicate which programs will provide funding for each topic by checking the appropriate check boxes.

<b>Topic 1:</b> Improving Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic 2:</b> Assuring Qualified Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic 3:</b> Improving Graduation Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic 4:</b> Improving School Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic 5:</b> Providing Education Appropriate to Students' Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic 6:</b> Increasing Parent and Community Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic 7:</b> Providing Quality Career and Technical Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Title I A	Schoolwide	Title II A	Title I D	Title III	Title I VA	Title VA	Title VIB

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Do Not Submit to the OPE

## **General Transferability**

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Transferability is authorized under subpart 2 of Part A of Title VI of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act (NCLB) of 2001.

Transferability is a flexibility authority that permits local educational agencies (LEAs) to transfer up to 50% of the funding they receive by formula under certain Federal programs to their allocations under other programs so they can address more effectively their unique needs. Transferability provides LEAs with unprecedented flexibility in targeting Federal resources to meet the needs of all children. It can be a powerful tool in assisting districts in pursuing their own strategies for raising student achievement.

In general, an LEA may transfer up to 50 percent of each fiscal year's funds it receives by formula under the following provisions:

- 1) Subpart 2 of Part A of Title II (Improving Teacher Quality State Grants);
- 2) Part D of Title II (Educational Technology State Grants);
- 3) Part A of Title IV (Safe and Drug-Free Schools and Communities); and
- 4) Part A of Title V (State Grants for Innovative Programs).

An LEA identified for improvement under section 1116(c)(3) may transfer up to 30 percent of each fiscal year's funds it receives by formula under the provisions listed above. Those funds transferred must also support local school improvement activities.

An LEA identified for corrective action under 1116(c)(10) may not transfer any funds.

An LEA may not transfer funds from Part A of Title I to its allocations under other programs. It may only transfer funds into Part A of Title I.

Funds that a LEA transfers are subject to the rules and requirements of the programs to which the funds are transferred.

The amount of carryover funds, if any, that an LEA may transfer depends on the amount of funds, if any, that it transferred during the year preceding the carryover period. An LEA may transfer carryover funds from an eligible program to an eligible program to the extent it has not exceeded the 50 percent transferability limitation.

If an LEA transfers less than 50 percent of a program's funding base for a given fiscal year, it may transfer funds carried forward to the succeeding fiscal year, but only to the extent that the sum of the amount transferred during the prior year and the amount of carryover funds to be transferred do not exceed 50 percent of the fiscal year's funding base for that program.

Because of the adjustments to nonpublic allocations and set-asides, as well as bookkeeping requirements, LEAs are encouraged to carefully plan transfers that meet the identified needs of their schools and students, to make transfers at the beginning of the project year when possible, and to keep the number of transfers to a minimum. However, there are no statutory limitations on the number of times an LEA may transfer funds into, or from, an individual program during a fiscal year.

Schools districts must notify the Office of Public Instruction that the prime applicant is transferring funds by completing the transferability section of the Allocation page.

Legislation:

[Part A, Subpart 2 - General Transferability](#) [Public Law 107-110: Title VI](#)

Guidance on General Transferability is available at <http://www.ed.gov/programs/transferability/finalsummary04.doc>

## Funding

### Small Rural Schools (SRS)

## Small Rural School Achievement (SRSA or SRS) Program

Part B of Title VI of the reauthorized ESEA/NCLB contains Rural Education Achievement Program (REAP) initiatives that are designed to help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs - the Small Rural School Achievement (SRSA or SRS) program and the Rural and Low-Income Schools (RLIS or RLI) program.

**The SRS program is a rural school initiative with two components to more effectively improve academic achievement:**

**1) REAP-Flex - the Alternative Uses of Funds**

The authority to redirect the use of formula grant funds that they receive under certain State-administered Federal programs to other qualifying programs, and

**2) The SRS grant program**

An LEA that is eligible to participate in REAP-Flex may also be also eligible for a grant under the SRS grant program. The US Department of Education awards SRS funds directly to eligible Local Education Agencies (LEAs) on a formula basis.

To be eligible to participate in REAP-Flex and the SRS grant program, an LEA must:

- 1) have a total average daily attendance (ADA) of less than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and
- 2) serve only schools that have an NCES school locale code of 7 or 8 (assigned by the US Department of Education's National Center for Education Statistics) or be located in an area of the State defined as rural by a governmental agency of the State.

### REAP-Flex - the Alternative Uses of Funds

"REAP-Flex" is the term that the U.S. Department of Education has given to the "alternative uses of funds" authority under the Small, Rural School Achievement program. This authority provides flexibility to redirect the use of Federal formula funds (applicable funding) allocated under qualifying programs to other qualifying programs.

REAP-Flex does not involve a transfer of funds from one program to another. Rather, REAP-Flex gives an LEA broader authority in spending "applicable funding" for alternative uses under selected federal programs.

"Applicable funding" is the funding for which an eligible LEA may exercise its REAP-Flex (or redirection) authority. Specifically, "applicable funding" includes all funds allocated by formula to an eligible LEA under the following programs:

- 1) Subpart 2 of Part A of Title II (Improving Teacher Quality State Grants);
- 2) Part D of Title II (Educational Technology State Grants);
- 3) Part A of Title IV (Safe and Drug-Free Schools and Communities); and
- 4) Part A of Title V (State Grants for Innovative Programs).

An LEA with REAP-Flex authority may use all or part of its "applicable funding" for local activities authorized by redirecting the use of those funds to one or more of the following ESEA programs:

- 1) Part A of Title I (Improving the Academic Achievement of the Disadvantaged);
- 2) Part A of Title II (Improving Teacher Quality State Grants);
- 3) Part D of Title II (Educational Technology State Grants);
- 4) Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- 5) Part A of Title IV (Safe and Drug-Free Schools and Communities);
- 6) Part B of Title IV (21st Century Community Learning Centers); and
- 7) Part A of Title V (State Grants for Innovative Programs).

An LEA may use its "applicable funding" for authorized activities under any of the programs listed above. For example, a district that does not receive funds under Part A of Title I may nonetheless use its applicable funding for Title I activities.

The REAP-Flex funds are not subject to set-aside requirements.

School districts must notify the Office of Public Instruction that the prime applicant is using the REAP-Flex provisions by completing the REAP-Flex section of the allocation page.

### **The SRS grant program**

By statute, the US Department of Education makes SRS grant allocations directly to eligible LEAs on the basis of the statutory formula in section 6212(b) of the ESEA/NCLB. The US Department of Education awards SRS grants only to those LEAs that submit an application by the established deadline.

Under the formula, the US Department of Education determines an initial allocation that takes into consideration the number of students in average daily attendance (ADA) in the schools served by the LEA, and then subtracts from the initial calculation the total amount of funds received by the LEA under certain Federal formula grant programs in the previous fiscal year. The grant is awarded directly to LEAs by the US Department of Education, not the Office of Public Instruction.

The SRS grant program is intended to assist a participating LEA in meeting its State's definition of adequate yearly progress (AYP). An LEA may therefore use funds that it receives under the SRS grant program to carry out local activities authorized under one or more of the following programs:

- 1) Part A of Title I (Improving the Academic Achievement of the Disadvantaged);
- 2) Part A of Title II (Improving Teacher Quality State Grants);
- 3) Part D of Title II (Educational Technology State Grants);
- 4) Title III (Language Instruction for Limited English Proficient and Immigrant Students);
- 5) Part A of Title IV (Safe and Drug-Free Schools and Communities);
- 6) Part B of Title IV (21st Century Community Learning Centers); and
- 7) Part A of Title V (State Grants for Innovative Programs).

(NOTE: These are the same programs under which an LEA may use its "applicable funding" when exercising REAP-Flex authority.)

An LEA that fails to meet its State's definition of AYP after three years may continue to participate in REAP-Flex and the SRS grant program if it uses all of its "applicable funding" (i.e. funds that the LEA receives by formula under Parts A and D of Title II, Part A of Title IV, and Part A of Title V) and SRS grant funds to carry out improvement requirements of section 1116 of the ESEA. An LEA that does not desire to use all of its "applicable funding" and SRS grant funds to carry out the requirements of section 1116 may not exercise the SRS-Flex authority and may not receive subsequent SRS grant awards.

An LEA must use SRS grant funds only to supplement, and not supplant, other education funds.

Each LEA that meets the SRS eligibility requirements - whether or not it receives an SRS grant or even applies for SRS funding - may invoke the REAP-Flex authority.

An LEA that is eligible to participate in the SRS program may not receive funding under the RLI program.

Legislation: [Part B, Subpart 1 - Small Rural SchoolsPublic Law 107-110: Title VI](#)

Guidance on REAP-Flex is available at <http://www.ed.gov/policy/elsec/guid/rap03guidance.doc>.

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<b>Private/NonPublic School Participation</b>	<b>Schools 1-15</b>
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**ESEA/NCLB - Private/Nonpublic School Participation (Schools 1-15)**

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**NOTE:** You must enter the number of participating Private/Nonpublic schools. You cannot save amounts in a program on these Participation pages until you have calculated the equitable share amount for that program (line A), which is done on the Title I-A Targeting Step 4 page and on the Equitable Share page within the Budget Pages tab of the other programs. No amounts can be entered in the list if you have 0 (zero) participating schools.

How many participating Private/Nonpublic schools are attended by students who reside within your boundaries?

**Private/Nonpublic School Equitable Share**

Enter the names of the participating Private/Nonpublic schools along with their share of the program funds. The Totals summary at the bottom of the page is intended to provide an aid in accounting for all of each program's equitable share in case there are more than 15 participating schools attended by students who reside within your boundaries. The Program Totals (B) from these school participation pages must equal the program's equitable share amounts (A) when the application is submitted to the OPI.

	Equitable Share by Title					
	Title I A	Title II A	Title II D	Title III	Title IV A	Title V A
<b>(A) Equitable share amounts from the Budget pages</b>						
<b>Private/Nonpublic School</b>						
<b>Totals - 1-15 (Page 1)</b>						
<b>Totals - 16-30 (Page 2 - If used)</b>						
<b>Totals - 31-45 (Page 3 - If used)</b>						
<b>(B) Program Totals</b>						

## Assurances, Common and Program

### Common Assurances

#### Common Assurances for Federal Programs

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##### Assurances

Each legal entity, district, cooperative or agency that participates in one or more of the programs listed below **MUST** complete and return this form to the Office of Public Instruction (OPI) prior to the award of funds for any U.S. Department of Education administered program.

**Submission of this form is not an application for funds and does not obligate the applicant or OPI for the programs. The following pages consolidate common assurances required by federal law that apply to the federal programs listed below. Additional specific program assurances may be included in the application or program plan for that individual program.**

##### Common Assurances

The Common Assurances listed below in items 1-21 apply to all programs administered by the U.S. Department of Education through the Office of Public Instruction, including all programs found in the following Acts:

- ESEA Reauthorized by the No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425- Individuals with Disabilities Education Act (IDEA), Part B, 20 USC Section 1400- Carl D. Perkins Vocational and Technical Education Act, 20 USC Section 2301
- Workforce Investment Act, 29 USC Section 2801
- Adult Basic Literacy Education, 42 USC Section 4959
- General Education Provisions Act (GEPA), 20 USC Section 1221
- Pro-Children's Act of 2001, Pub. L. No. 107-110, Section 9532, 115 Stat. 1984

##### General

1. That each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications [see Pub. L. No. 107-110 Section 9306(a)(1), 115 Stat. 1971].
2. That the applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation [see Pub. L. No. 107-110 Section 9306(a)(3), 115 Stat. 1971].
3. No policy of the district prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools per guidance of the Secretary of the U.S. Department of Education [see Pub. L. No. 107-110 Section 9524, 115 Stat. 1980].
4. No school or district that has a designated open forum or a limited public forum denies equal access or a fair opportunity to meet with, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code, that wishes to conduct a meeting within that designated open forum or limited public forum including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code [see Pub. L. No. 107-110 Section 9525, 115 Stat. 1981].
5. None of the funds under ESEA will be used for schools to develop or distribute, or operate programs or courses of instruction directed at youth that promotes or encourages sexual activity, distribute or aid in the distribution of obscene materials to minors on school grounds, provide sex education or HIV-prevention education unless that instruction is age appropriate and includes the health benefit of abstinence or to operate a program of contraceptive distribution in schools [see Pub. L. No. 107-110 Section 9526, 115 Stat. 1982].
6. Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except that a student or parent of a student may request that the information not be released without written parental consent, each school receiving assistance under ESEA shall provide, on a request made by military recruiters or an institution of higher education, access to secondary student names, addresses, and telephone listings. Each school shall provide military recruiters the same access to secondary students as is provided generally to postsecondary educational institutions or to prospective employers of those students. Each district shall notify parents of the option to not release student information without prior written parental consent and shall comply with any request to do so [see Pub. L. No. 107-110, Section 9528, 115 Stat. 1983].

7. Any student determined to be attending a "persistently dangerous school" as defined by the Office of Public Instruction or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends, will be allowed to attend a safe public elementary or secondary school within the local school district [see Pub. L. No. 107-110 Section 9532, 115 Stat. 1984].
8. That no person shall permit smoking within any indoor facility (or portion of such facility) owned or leased or contracted for, and utilized by such person for the provision of routine or regular kindergarten, elementary or secondary education, library services, routine health care, day care or early childhood development services [see Pub. L. No. 107-110 Section 4303, 115 Stat. 1774].

#### **Funding, Fiscal Controls, Record Keeping and Reports**

9. That the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer such funds and property to the extent required by authorizing statutes [see Pub. L. No. 107-110 Section 9306(a)(2)(A)(B), 115 Stat. 1971].
10. That the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state superintendent of public instruction and the secretary or other federal officials [see Pub. L. No. 107-110 Section 9306(a)(4), 115 Stat. 1971].
  - That expenditures of \$500,000 or more in a year in federal awards shall have a single or program-specific audit conducted for that year in accordance with the provisions of OMB Circular A-133 (OMB Circular A-133).
  - That federal awards are expended only for allowable activities and that the costs of goods and services charged to federal awards are allowable and in accordance with the applicable cost principles (20 USC 3474; OMB Circular A-102).
  - That the draw down of federal cash is only for immediate needs (20 USC 3474; OMB Circular A-102).
  - That proper records are maintained for equipment acquired with federal awards, equipment is adequately safeguarded and maintained, disposition or encumbrance of any equipment or real property is in accordance with federal requirements, and the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use (20 USC 3474; OMB Circular A-102).
  - That matching, level of effort, or earmarking requirements are met using only allowable funds or costs which are properly calculated and valued (20 USC 3474; OMB Circular A-102).
  - That federal funds are used only during the authorized period of availability (20 USC 3474; OMB Circular A-102) [Pub. L. No. 107-110 Section 9201, 115 Stat. 1966].
  - That procurement of goods and services are made in compliance with the provisions of the A-102 Common Rule or OMB Circular A-110, as applicable, and that no subaward, contract, or agreements for purchases of goods or services is made with any debarred or suspended party (20 USC 3474; OMB Circular A-102).
  - That program income is correctly earned, recorded, and used in accordance with the program requirements (20 USC 3474; OMB Circular A-102).
  - That reports of federal awards submitted to the pass-through entity include all activity of the reporting period, are supported by underlying accounting or performance records, and are fairly presented in accordance with program requirements (20 USC 3474; OMB Circular A-102).
  - That required audits are obtained and appropriate corrective action is taken on audit findings (20 USC 1221e-3 & 3474; OMB Circulars A-102, & A-133).
11. That the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program [Pub. L. No. 107-110 Section 9306(a)(5), 115 Stat. 1971] in accordance with state school accounting and reporting policies as applicable (School Accounting Manual).
12. That the local education agency will make reports to the state superintendent of public instruction and to the secretary as may reasonably be necessary to enable the state education agency and the secretary to perform their duties and that the local education agency will maintain such records for three years and the current year or as required in school districts in the School

District Records Schedule (Schedule No. 7) published by the Montana Department of Administration and provide access to those records, as the superintendent or secretary deem necessary to perform their duties [see Pub. L. No. 107-110 Section 9306(a)(6), 115 Stat. 1971].

13. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, and in developing plans for construction due consideration will be given to excellence of architecture and design and to compliance with Appendix A of Part 36 of Title 28, Code of Federal Regulations (Americans With Disabilities Accessibility Guidelines for Buildings and Facilities) or Appendix A of Part 101-19.6 of Title 41, Code of Federal Regulations (Uniform Federal Accessibility Standards).
14. That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization [see Title XX of GEPA, 20 USC Section 2342(c)(11)].
15. Laborers and mechanics employed by contractors or subcontractors to work on construction projects financed using federal assistance must be paid wages not less than those established for the local project area by the Secretary of Labor. [Davis Bacon Act, 40 Stat. 1494, 40 USC 276a-276a-s]

#### **Participation**

16. That before each application is submitted, the applicant will afford a reasonable opportunity for public comment on the application and has considered such comment [see Pub. L. No. 107-110, Section 9306](a)(7), 115 Stat. 1971].
17. That the applicant is in compliance with the federal regulations 34 CFR 75.650 [see Pub. L. No. 107-110, Section 9501(a)(1), 115 Stat. 1975] governing private school participation which require that public school subgrantees provide students enrolled in private schools with a genuine opportunity for equitable participation should private schools in the subgrantee's district wish to participate in federal programs. That the applicant who is in receipt of ESEA funding is in compliance with nonpublic school requirements including timely and meaningful consultation with appropriate nonpublic school officials (Title IX, Part E, ESEA).

#### **Nondiscrimination**

18. That the applicant assures that it will comply with Title VI of the Civil Rights Act of 1964, as amended, 42 USC Section 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance; and Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC Section 794, which prohibits discrimination on the basis of handicap in programs receiving federal financial assistance; and Title IX of Education Amendments of 1972, as amended, 20 USC Section 1681 et seq., which prohibits discrimination on the basis of sex in education programs receiving federal financial assistance; and the Age Discrimination Act of 1975, as amended, 42 USC Section 6101 et seq., which prohibits discrimination on the basis of age in programs receiving federal financial assistance; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

#### **Gun-Free Schools**

19. That the applicant is in compliance with the Gun-Free Schools Act requirements of Section 20-5-202, MCA.

#### **Debarment and Suspension**

20. That the applicant certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation by any federal department or agency, and agrees that it will not knowingly enter into any subcontract or subgrant with a person or agency who is debarred, suspended, declared ineligible or voluntarily excluded from participation by any federal department or agency. If the applicant is unable to provide this certification, an explanation must be attached (see statutory detail in 34 CFR Section 85.105 and 85.110).

#### **Lobbying and Political Activity**

21. That the applicant certifies that federal funds will not be used for partisan political purposes of any kind by any person or organization involved in the administration of federally assisted programs. [Hatch Act (5 USC 1501- 508) and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Services Reform Act (Pub. L. No. 95-454, Section 4728)]:
  - a. federal funds received for programs covered by this common assurance form will not be used to influence or attempt to influence an officer or employee of any agency, a Member, officer, or employee of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with awarding of any federal contract; making any

federal grant or loan; entering into any cooperative agreement; and extending, continuing, renewing, amending, or modifying any federal contract, grant, loan, or cooperative agreement.

- b. if funds other than federally appropriated funds have been or will be paid to any person for influencing or attempting to influence any of the parties named above, Standard Form LLL, "Disclosure Form to Report Lobbying" will be completed and submitted in accordance with its instructions and returned to OPI.
- c. the language of this section will be included in any subcontracts entered into for funds received under programs covered by this common assurance form, and ensure that all subcontractors certify and disclose accordingly (see statutory detail 34 CFR Section 82).

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Common Assurances agreed to on:

**Planning Copy**  
**Do Not Submit to the OPI**

## Specific Program Assurances-ESEA Title I, Part A

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1. That the applicant will inform eligible schools and parents of schoolwide project authority and the ability of such schools to consolidate funds from federal, state, and local sources [Pub. L. No. 107-110 Section 1112(c)(1)(A), 115 Stat. 1465].
2. That the applicant will provide technical assistance and support to schoolwide programs [Pub. L. No. 107-110 Section 1112(c)(1)(B), 115 Stat. 1465].
3. That the applicant will work in consultation with schools as the schools develop the schools' plans pursuant to Pub. L. No. 107-110 Section 1112(c)(1)(C), 115 Stat. 1465 and assist schools as the schools implement such plans or undertake activities pursuant to Pub. L. No. 107-110 Section 1112(c)(1)(C), 115 Stat. 1465 so that each school can make adequate yearly progress toward meeting the state content standards and state student performance standards.
4. That the applicant will fulfill such agency's school improvement responsibilities under Pub. L. No. 107-110 Section 1116, 115 Stat. 1478, including taking corrective actions under paragraphs (7) and (8) of Pub. L. No. 107-110 Section 1116(b), 115 Stat. 1478 [Pub. L. No. 107-110, Section 1112(c)(1)(D), 115 Stat. 1465].
5. That the applicant will provide services to eligible children attending private elementary and secondary schools in accordance with Pub. L. No. 107-110 Section 1120, 115 Stat. 1508 [Pub. L. No. 107-110 Section 1112(c)(1)(E), 115 Stat. 1465], and timely and meaningful consultation with private school officials regarding such services.
6. That the applicant will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part [Pub. L. No. 107-110 Section 1112(c)(1)(F), 115 Stat. 1465].
7. That if an LEA chooses to use funds under this part, the applicant will provide early childhood development services to low-income children below the age of compulsory school attendance, and ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start program [Pub. L. No. 107-110 Section 1112(c)(1)(G), 115 Stat. 1465].
8. That the applicant will work in consultation with schools as the schools develop and implement their plans or activities under Pub. L. No. 107-110 Section 1118 and Section 1119, 115 Stat. 1501-1508 [Pub. L. No. 107-110 Section 1112(c)(1)(H), 115 Stat. 1465].
9. That the applicant will comply with the requirements of Pub. L. No. 107-110 Section 1119, 115 Stat. 1505 [Pub. L. No. 107-110 Section 1112(c)(1)(I), 115 Stat. 1465] regarding the qualifications of teachers and paraprofessionals and professional development.
10. That the applicant will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX [Pub. L. No. 107-110 Section 1112(c)(1)(J), 115 Stat. 1465].
11. That the applicant will coordinate and collaborate to the extent feasible and necessary, as determined by the local education agency (LEA), with the state education agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Pub. L. No. 107-110, Section 1116, 115 Stat 1478 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school [Pub. L. No. 107-110 Section 1112(c)(1)(K), 115 Stat. 1465].
12. That the applicant will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers [Pub. L. No. 107-110 Section 1112(c)(1)(L), 115 Stat. 1465].
13. That the applicant will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994 [Pub. L. No. 107-110 Section 1112(b)(F), 115 Stat. 1465].
14. That the applicant will use the results of the student academic assessments required under Pub. L. No. 107-110, 115 Stat. 1425 and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Pub. L. No. 107-110, 115 Stat. 1425 within 12 years from the baseline year described in Pub. L. No. 107-110 Section 1112(c)(1)(M), 115 Stat. 1466.
15. That the applicant will ensure that the results from the academic assessments required under Pub. L. No. 107-110 Section 1111(b)(3), 115 Stat. 1454 will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand [Pub. L. No. 107-110, Section 1112(c)(1)(N), 115 Stat. 1466].

16. That the applicant assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Pub. L. No. 107-110 Section 1111(b)(8)(D) [Pub. L. No. 107-110 Section 1112(c)(1)(O), 115 Stat. 1466].
17. That the applicant has established and implemented: (1) a local educational agency wide salary schedule; (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies [Pub. L. No. 107-110 Section 1120A(c)(2), 115 Stat. 1512].
18. That the state educational agency or local educational agency shall use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from nonfederal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.
19. That the applicant approves the state educational agency withholding a necessary percentage of funds authorized under Section 1003 to provide the statewide system of support, including school support teams, which will provide services directly to schools and districts in improvement, corrective action, and/or restructuring.

<b>Assurances, Common and Program</b>	<b>Title II Part A</b>
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### Specific Program Assurances-ESEA Title II, Part A

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1. That the applicant will target Title II, Part A funds to schools with the lowest proportion of highly qualified teachers; have the largest class sizes; or are identified for school improvement under Title I [Pub. L. No. 107-110 Section 2122(b)(3), 115 Stat. 1628]. A highly-qualified teacher is one certified by the State of Montana and endorsed in the grade levels and subjects taught [Pub. L. No. 107-110 Section 9101(23), 115 Stat. 1959].
2. That Title II, Part A services for students enrolled in both private and public schools are provided on an equitable basis and that annually the district will make every reasonable effort to offer Title II services to children enrolled in known private schools within the district [Pub. L. No. 107-110 Section 2122(b)(11), 115 Stat. 1629].
3. That all Title II, Part A professional development activities will be decided by a committee and will be based upon scientifically researched practices and a data-driven local needs assessment [Pub. L. No. 107-110 2122(b)(6), 115 Stat. 1628]. That the committee will be composed of teachers, paraprofessionals, principals, other relevant school staff, and parents [Pub. L. No. 107-110 Section 2122(b)(7), 115 Stat. 1628].
4. That the district will use Title II, Part A funds only to supplement, not supplant, funds from non-Federal sources that would otherwise be used for activities authorized under Title II, Part A [Pub. L. No. 107-110 Section 2123(b), 115 Stat. 1632].
5. That teachers hired with these funds are highly qualified and meet the requirements of the law [Pub. L. No. 107-110 Section 2123 (a)(2) and (7), 115 Stat. 1629 and 1631]. A highly qualified teacher is one certified by the State of Montana and endorsed in the grade levels and subjects taught [Pub. L. No. 107-110 Section 9101(23), 115 Stat. 1959].

<b>Assurances, Common and Program</b>	<b>Title II Part D</b>
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### Specific Program Assurances-ESEA Title II, Part D

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1. That the applicant will have a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan [Pub. L. No. 107-110 Section 2414, 115 Stat. 1676]. The technology plan shall also include:
  - a. a description of how the applicant will use Title II, Part D funds to improve student academic achievement, including the technology literacy of all students, and to improve the capacity of teachers to integrate technology effectively into curricula and instruction;
  - b. the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with state content and performance standards;
  - c. the steps that will be taken to ensure that all students and teachers have increased access to educational technology, including how the LEA will use funds under Title II, Part D with funds from other sources to ensure that:

- 1) Students in high-poverty and high-needs schools will have access to technology, and
- 2) Teachers are prepared to integrate technology effectively into curricula and instruction;
- d. a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curriculum instruction, based on a review of relevant research, leading to improvements in student academic achievement;
- e. provide ongoing, sustained professional development for district staff to further the effective use of technology in the classroom or library media center (a minimum of 25 percent of funds received must be used for professional development);
- f. a description of the type and costs of technologies to be acquired under this funding including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies;
- g. a description of how the activities provided with funds from this part will be coordinated with funds available from other federal, state and local sources;
- h. a description of how technology will be integrated into curricula and instruction and a timeline for such integration;
- i. a description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources;
- j. a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school;
- k. a description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology;
- l. a description of the process and accountability measures that will be used to evaluate the extent to which activities funded are effective in integrating technology into the curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and performance standards; and
- m. a description of the supporting resources (services, software and other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.
2. That the applicant will certify (annually) that if funds under this part are used to purchase computers, software, services, supplies or materials to access the Internet, or pay for direct costs associated with accessing the Internet, the LEA has in place a policy of Internet safety [Pub. L. No. 107-110 Section 2441, 115 Stat. 1685, Internet Safety] for minors and staff members that:
  - a. Protects (filters) against access through such computers to visual depictions that
    - 1) Contain obscenity;
    - 2) Contain child pornography; and
    - 3) Would be harmful to minors.
  - b. Ensures the operation of such technology protection measures (filter) during use of such computers (especially by minors).
3. That the applicant will certify that funds received under this part will supplement, not supplant, state and local funds.

<b>Assurances, Common and Program</b>	<b>Title III</b>
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### Specific Program Assurances-ESEA Title III, Part A

1. The LEA assures that it will provide the annual assessment of the English language proficiency of its LEP students.
2. The LEA assures that consultation took place with teachers, school administrators and parents in developing an educational plan for limited English proficient children. [Section 3116(C)(5)]
3. The LEA assures it will comply with the Title III parental notification procedures.

4. The LEA assures that all teachers of any language instruction program for limited English proficient children are fluent in English and any other language used for instruction. [Section 3116(c)]

<b>Assurances, Common and Program</b>	<b>Title IV Part A</b>
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### **Specific Program Assurances-ESEA Title IV, Part A**

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1. That 20 USC Section 7115 and Section 7116 of the Safe and Drug-Free Schools and Communities Act regarding:
  - timely, meaningful, and continued consultation with state and local government, school staff, parents, community based organizations and others;
  - analyzing current use of tobacco, alcohol and controlled, illegal and addictive or harmful substances and violence, safety and discipline problems among students who attend the schools of the applicant, and that the analysis is based on ongoing local assessment or evaluation activities;
  - adopting and implementing a comprehensive drug and violence prevention program in the schools that conveys a clear and consistent message that violence and illegal drug use are wrong and harmful, that complies with the Principles of Effectiveness and fosters a safe and drug-free learning environment.
  - developing an evaluation and reporting system that includes the prevalence of drug use and violence by youth in the schools and the community; and
  - coordinating the local plan for drug and violence prevention with other IASA federally funded programs in which the district participates and with other community programs.
2. That the applicant assures that it has reviewed curricula it intends to use and that such curricula will meet the needs of the schools served by the applicant; and assures that the LEA program is an age-appropriate, developmentally based drug abuse and violence education and prevention program for students throughout all grades of the schools (from early childhood through grade 12) operated or served by the applicant [Pub. L. No. 107-110 Section 4115, 115 Stat. 1745]
3. That the applicant assures that its local drug and violence prevention program is a comprehensive program designed for all students and employees to create a disciplined environment conducive to learning, prevent violence and promote school safety, prevent the use, possession and distribution of tobacco, alcohol and illegal drugs by students, and prevent the illegal use, possession and distribution of those substances by employees [Pub. L. No. 107-110 Section 4115, 115 Stat. 1745].
4. That the applicant assures that it has a safe schools plan in place that includes: school discipline policies, security procedures at school and while students are on the way to and from school, a crisis management plan for responding to traumatic incidents on school grounds, and a code of conduct policy for all students [Pub. L. No. 107- 110 Section 4114(d)(7), 115 Stat. 1744].
5. That the funds will be used to supplement and not supplant other non-federal funds that would be otherwise available.

<b>Assurances, Common and Program</b>	<b>Title V Part A</b>
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### **Specific Program Assurances-ESEA Title V, Part A**

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1. That Title V, Part A services for students enrolled in both private and public schools are provided on an equitable basis and that annually the district will make every reasonable effort to offer Title V, Part A services to children enrolled in known private schools within the district [Pub. L. No. 107-110 Section 5133(b)(5), 115 Stat. 1783].
2. That all Title V, Part A activities will be decided through systematic consultation with school personnel and parents; will be based upon scientifically researched practices and a data-driven local needs assessment; and will be evaluated annually [Pub. L. No. 107-110 Section 5133(b)(7) and (8), 115 Stat. 1783].

3. That the district will use Title V, Part A funds only to supplement, not supplant, funds from any other Federal, State, or local education funds that would otherwise be used for activities authorized under Title V [Pub. L. No. 107-110 Section 5144, 115 Stat. 1788].

Assurances, Common and Program	Title_VI
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### Specific Program Assurances-ESEA Title VI

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6. That for public district(s) exercising REAP-Flex, the public district(s) has provided timely and meaningful consultation before applying to ensure that the participating private/nonpublic school(s) fully understand how the equitable share is to be provided under each title.
7. That the district will use funds available under Title VI, Subparts 1 and 2, to supplement, and not supplant, any other Federal, State, or local education funds in accordance with P.L. 107-110 Section 6232.

Assurances, Common and Program	Assurances
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### Assurance Agreement

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The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

**NOTE:**

These checkboxes will be automatically filled in as each of the separate certifications/assurances are read and agreed to. Each program with a funds available for budgeting must be checked off before the final/full agreement can be completed by clicking the button below.

Changes in program funding after full agreement is completed on this page that result in a program becoming funded will require agreement to those program assurances to pass consistency check. Examples of funding changes are Carryover, receipt of Reallocated funds and Reap Flex/Transfer changes on the Funding/Allocation page.

	Program	Total Available for Budgeting
<input type="checkbox"/>	Common Assurances	(N/A)
<input type="checkbox"/>	Title I, A	
<input type="checkbox"/>	Title II, A	
<input type="checkbox"/>	Title II, D	
<input type="checkbox"/>	Title III	
<input type="checkbox"/>	Title IV, A	
<input type="checkbox"/>	Title V, A	
<input type="checkbox"/>	Title VI	

The assurances were fully agreed to on this date:

## Overview

### Title I, Part A Overview

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**Program:** Title I, Part A - Improving the Academic Achievement of the Disadvantaged

**Purpose:** To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state academic achievement standards and assessments.

**Legislation:** [Public Law 107-110: Title I, Part A](#)

**Guidance:** [Title I Targeting](#)

[Serving Private Schools](#)

[Serving Preschool Children](#)

[Parental Involvement](#)

[LEA and School Improvement](#)

[Public School Choice](#)

[Supplemental Educational Services](#)

[Title I Paraprofessionals](#)

[Homeless Guidance](#)

[Schoolwide Programs](#)

[Highly Qualified Teachers FAQs](#)

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## Program Detail

### Topic\_1 Objectives and Activities

#### Planning Topic 1 Objectives and Activities

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##### Topic 1: Improving Academic Achievement

**Goal 1.0 (NCLB Model):** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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**Objective 1:** 83% or more of students (including those in each disaggregated student group) will achieve proficiency in reading.

Activities: Check all that apply, at least one is required.

- |  |  |
|--|--|
| <input type="checkbox"/> Research-based Reading Programs                                 | <input type="checkbox"/> Diagnostic and/or Formative Assessments to Inform Instruction |
| <input type="checkbox"/> Before or After School Programs                                 | <input type="checkbox"/> Extended Kindergarten Programs                                |
| <input type="checkbox"/> Summer Programs   | <input type="checkbox"/> Pre-School Programs   |
| <input type="checkbox"/> Supplemental Educational Services from State Approved Providers | <input type="checkbox"/> Reading Coach   |
| <input type="checkbox"/> Other Tutoring  | <input type="checkbox"/> Math Coach  |
| <input type="checkbox"/> Other (please describe in text box): (250 Character Maximum)    |  |

Enter an explanation for each activity. (2,000 Character Maximum)

Performance Indicator: Adequate Yearly Progress (AYP)

**Objective 2:** 68% or more of students (including those in each disaggregated student group) will achieve proficiency in math.

Activities: Check all that apply, at least one is required.

- |  |  |
|--|--|
| <input type="checkbox"/> Research-based Math Programs                                    | <input type="checkbox"/> Diagnostic and/or Formative Assessments to Inform Instruction |
| <input type="checkbox"/> Before or After School Programs                                 | <input type="checkbox"/> Extended Kindergarten Programs                                |
| <input type="checkbox"/> Summer Programs   | <input type="checkbox"/> Pre-School Programs   |
| <input type="checkbox"/> Supplemental Educational Services from State Approved Providers | <input type="checkbox"/> Reading Coach   |
| <input type="checkbox"/> Other Tutoring  | <input type="checkbox"/> Math Coach  |
| <input type="checkbox"/> Other (please describe in text box): (250 Character Maximum)    |  |

Enter an explanation for each activity. (2,000 Character Maximum)

Performance Indicator: Adequate Yearly Progress (AYP)

## Program Detail

### Topic\_2

## Objectives and Activities

### Planning Topic 2 Objectives and Activities

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#### Topic 2: Assuring Qualified Personnel

**Goal 2.0 (NCLB Model):** All students will be taught by qualified personnel. All students will be taught by qualified personnel.

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**Objective 1:** All teachers in core academic subjects will be highly qualified as required by Section 1119 of Title I Part A of NCLB.

Activities: Check all that apply, at least one is required.

- ☐ Recruitment and Retention Strategies
- ☐ Professional Development
- ☐ Teacher Mentoring Program

- ☐ Individual Growth Plans
- ☐ Board Hiring Policy
- ☐ Other (please describe in text box): (250 Character Maximum)

Enter an explanation for each activity. (2,000 Character Maximum)

Performance Indicator: Percent of teachers highly qualified and receiving high quality professional development as reported to OPI on the Annual Data Collection (ADC).

**Objective 2:** All instructional paraprofessionals paid with Title I funds in a targeted assistance program and all instructional paraprofessionals paid from any source in a schoolwide program meet requirements of Section 1119 of Title I Part A of NCLB.

Activities: Check all that apply, at least one is required.

- ☐ Recruitment and Retention Strategies
- ☐ Professional Development
- ☐ Board Hiring Policy

- ☐ Testing Practices
- ☐ Paraprofessional Mentoring Program
- ☐ Other (please describe in text box): (250 Character Maximum)

Enter an explanation for each activity. (2,000 Character Maximum)

Performance Indicator: Percent of Title I instructional paraprofessionals that are qualified as reported to OPI on the Annual Data Collection (ADC).

## Program Detail

### Topic\_6

### Parental Involvement Activities

## Planning Topic 6: Parental Involvement

### Topic 6: Increasing Parent and Community Involvement

**Goal 6.0 (NCLB Model):** All parents, families, and communities will be involved in their children's education.

**Objective 1:** Each Title I school will plan and implement programs, activities, and procedures for the involvement of parents in Title I program with meaningful consultation with parents of participating children as required by Section 1118 of Title I Part A of NCLB.

Activities:

Answers to the questions below will reflect required activities. The district may receive funds under Title I Part A only if the district implements programs, activities, and procedures for the involvement of parents in Title I Part A programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

1. How have parents participated in the development of the Parent Involvement Plan/Policy? (1000 Character Maximum)

2. How are parents involved in the school review and improvement process? (1000 Character Maximum)

3. How does the district assist schools in planning and implementing parent involvement activities? (1000 Character Maximum)

4. How does the district assist schools and parents in building capacity for involvement? (1000 Characters Maximum)

5. How does the district coordinate and integrate parent involvement strategies with Pre-K programs, if any exist? (1000 Character Maximum)

6. How does the district conduct, with parents, an annual evaluation of the content and effectiveness of the parent involvement policy and Title I program? Describe how you will determine if there are any barriers to greater parent participation. (1000 Character Maximum)


Performance Indicator: Annual Title I Part A Parent Involvement Evaluation

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**Program Detail****Targeting Step 1****Title I Targeting****Step 1:**

Enter the details for all attendance centers then click a save page button. Use most recent data for student counts.

(Unduplicated Count)

Check the appropriate source box(es).

- ☐ Free/Reduced Lunch  
☐ TANF (formerly AFDC)  
☐ Medicaid  
☐ US Census

Month	Year

Please indicate below whether the numbers you will be entering will be based upon students enrolled in your district or students residing in your district.

☐ Enrollment

☐ Residing

Attendance Center	Select Category*	Grade Span	Feeder Pattern Used	Grand father	Homeless Enrollment	Public Enrollment	Non-Public Enrollment	Public # Low Income	Non-Public # Low Income
			<input type="checkbox"/>	<input type="checkbox"/>					
			<input type="checkbox"/>	<input type="checkbox"/>					
			<input type="checkbox"/>	<input type="checkbox"/>					
			<input type="checkbox"/>	<input type="checkbox"/>					
<b>Totals</b>									

\*Prekindergarten, Kindergarten, Lower Elementary, Upper Elementary, Elementary, Middle School, Junior High, High School

**Program Detail****Targeting Step 2****Title I Targeting****Step 2:**

If the totals are correct, select your choice below for ranking and click the 'Proceed to Ranking' button. Otherwise, [Click here](#) to return to Step 1.

Attendance Center	Feeder	Total Enrollment	Total # Low Income	Percent Low Income (Public & Nonpublic)	Percent Low Income (Public Only)
Prekindergarten Total					
Kindergarten Total					
Lower Elementary Total					
Upper Elementary Total					
Elementary Total					
Middle School Total					
Junior High Total					

High School Total					
District Total					
*The calculation of district low income percent does not include attendance centers with 'feeder' generated low income numbers.					

Select one of the following choices for ranking:

☐ Use Public and Nonpublic Values for Ranking

☐ Use Only Public Values for Ranking

Proceed to Ranking

## Program Detail

### Targeting Step 3

#### Title I Targeting

##### Step 3:

Select the desired ranking method for attendance centers below 75% low income and then click the 'Rank' button.

<input type="radio"/>	1. Exempt: District enrollment is less than 1,000
<input type="radio"/>	2. Exempt: One school per grade span (e.g. K-5, 6-8, 9-12)
<input type="radio"/>	3. Areas with low income greater than or equal to the total percentage of same or similar grade spans
<input type="radio"/>	4. Areas with low income greater than or equal to the district total percentage
<input type="radio"/>	Ranking within entire district
<input type="radio"/>	Ranking by same or similar grade spans
<input type="radio"/>	5. Areas with low income greater than or equal to 35%
<input type="radio"/>	Ranking within entire district
<input type="radio"/>	Ranking by same or similar grade spans/

## Program Detail

### Targeting Step 4

## Program Detail

### Targeting Step 4

## Title I Targeting

### Step 4:

1. Input all necessary set asides for your district and then click the 'Calculate Distribution Amount' button.
2. Select eligible schools that will not be served.
3. Click the 'Distribute Amount Evenly' button to distribute the same per pupil amount to each school being served.
4. Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the 'Check Distribution' button.
5. If the distribution amounts are correct click the 'Save Distribution' button to accept the distribution.
6. If the chosen ranking method did not achieve the desired results, [return to step 3](#) to select an alternate ranking method.

NOTE: After a reasonable period of time, funds not needed for public school choice transportation and/or supplemental education services may be designated for other uses at the district or school levels through the amendment process

<b>Title I Allocation</b>	<b>+ Prior Year Funds</b>	<b>+ Transfers In</b>	<b>= Total Title I Available for LEA</b>

## Set Asides

☐ Check if all staff are Highly Qualified

<div> <input type="checkbox"/> Check if all staff are Highly Qualified </div>				NonPublic Equitable Service Reservation
Private School Noninstructional Costs		Parent Involvement (District Level)		
Administration		Parent Involvement (School Level) is included in Total Distribution Amount below		
Homeless Children		Highly Qualified Professional Development		
Neglected/Delinquent Children		Other District level Professional Development		
Preschool (District Wide)		Professional Development (District in Improvement)		
Transportation for School Choice – Title I-A Funds		Instructional Programs (District Level)		
Transportation for School Choice – Funds Other than Title I-A		Instructional Programs (Schools in Improvement)		
Supplemental Educational Services – Title I-A Funds		Indirect Cost		
Supplemental Educational Services – Funds Other than Title I-A		Indirect Cost from Budget Detail Page		
		<b>Total Distribution Amount:</b>		
		Minimum Per Pupil Amount (equal to 125% if applicable)		

<b>Number of Low Income Students Residing in Eligible Participating Attendance Centers:</b>	Public <input type="text"/>	NonPublic <input type="text"/>	Proportional Percentage
---	-----------------------------	--------------------------------	-------------------------

Attendance Center	SWP	TAS	Not Served	Public Low Income	NonPublic Low Income	Low Income Percent	Attendance Center Allocation	Public Allocation	Per Pupil Amount	NonPublic Allocation	Grade Span
<b>Total</b>											
<b>Difference</b>											
Total Title I allocations from NCLB Consolidated Private School Participation pages											

**Budget Pages**

**Full-Time Equivalents**

**Full-Time Equivalents By Job Classification**

---

Give the number of staff paid by Title I, Part A funds.(See Instructions.)

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS (FTEs)
Administrators (nonclerical)	
Teachers	
Instructional Paraprofessionals	
Staff providing support services (non-clerical)	
Staff providing support services (clerical)	
Other	
<b>Total</b>	

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## Budget Pages

### Budget Detail

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

#### Topic 1: Improving Academic Achievement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title IA Funds
<b>Sub Total</b>									

#### Topic 2: Assuring Qualified Personnel

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title IA Funds
<b>Sub Total</b>									

#### Topic 6: Increasing Parent and Community Involvement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title IA Funds
<b>Sub Total</b>									
<b>Totals</b>									

#### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost (C\*(D/1+D))

(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

**Budget Pages**  
**Budget Summary**

**Budget** (Read Only)

Code										
10										
20	<b>Purpose Category</b>	<b>100 Personal Service-Salaries</b>	<b>200 Employee Benefits</b>	<b>300 Purchased Professional and Technical</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies</b>	<b>700 Property &amp; Equipment</b>	<b>800 Other Objects</b>	<b>TOTAL</b>
21	Instruction									
22	Support Services									
23	Parental/Family Involvement									
27	Professional Development									
33	Administration									
40	Pupil Transportation									
Total Direct Costs	School and Community Support									
Approved Indirect Cost X 0%	Facilities									
Budget										

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Do Not Submit to the OPI

## Overview/General Information

### Title I, Schoolwide Overview

---

**Program:** Title I, Schoolwide

**Purpose:** To provide a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.

**Legislation:** [Section 1114](#)[Public Law 107-110: Title I, Part A.](#)

**Guidance:** [Title I Targeting](#)  
[Serving Private Schools](#)  
[Serving Preschool Children](#)  
[Parental Involvement](#)  
[LEA and School Improvement](#)  
[Public School Choice](#)  
[Supplemental Educational Services](#)  
[Title I Paraprofessionals](#)  
[Homeless Guidance](#)  
  
[Schoolwide Programs](#)  
[Highly Qualified Teachers FAQs](#)

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**Program Detail**

**Title I School Wide**

---

The following list shows existing Schoolwide Schools:

**Schoolwide Attendance Center**

**Last Plan Revised on (mm/dd/yyyy):**

**Plan sent to OPI?**

☐ Yes    ☐ No

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# Budget Pages

## Budget Detail

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

### Topic 1: Improving Academic Achievement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Schoolwide Funds
<b>Sub Total</b>									

### Topic 2: Assuring Qualified Personnel

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Schoolwide Funds
<b>Sub Total</b>									

### Topic 6: Increasing Parent and Community Involvement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Schoolwide Funds
<b>Sub Total</b>									
<b>Totals</b>									

### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost (C\*(D/1+D))

  
  
  
  


(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

**Budget Pages**  
**Budget Summary**

**Budget** (Read Only)

		100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
Code	Purpose Category									
10	Instruction									
20	Support Services									
21	Parental/Family Involvement									
22	Professional Development									
23	Administration									
27	Pupil Transportation									
33	School and Community Support									
40	Facilities									
Total Indirect Costs										
Approved Indirect Cost X 0%										
Total Budget										

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Do Not Submit to the OPI

## Overview

### Title II, Part A Overview and General Information

---

**Program:** Title II, Part A - Improving Teacher Quality

**Purpose:** To improve student achievement by improving teacher quality through professional development, reduction of class size, and recruitment and retention strategies and to hold local districts accountable for improving student achievement.

**Legislation:** [Public Law 107-110: Title II, Part A](#)

**Guidance:** [Title II, Part A - Improving Teacher Quality](#)

**General Information:** [Title II, Part A General Information](#)

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## Program Detail

### Activities

#### Topic 2:Assuring Qualified Personnel

**Goal 2.0 (NCLB Model):** All students will be taught by qualified personnel.

**Objective:** All teachers in core academic subjects will be highly qualified as required by Section 1119 of Title I Part A of NCLB.

**Activities:** Choose one or more from the 4 activities below.

☐ Activity 1 - Professional development

a. The district will provide professional development for core teachers, principals, and paraprofessionals in the following core areas:

☐ English, Reading and Language Arts

☐ Mathematics

☐ Science

☐ Civics and Government

☐ History

☐ Geography

☐ Foreign Languages

☐ Arts

☐ Economics

b. The types of professional development topics funded with Title II, Part A will include:

☐ Improve teaching practices

☐ Alternative learning styles

☐ Improving student behavior

☐ Early intervention strategies

☐ Parent Involvement strategies

☐ Use of data to drive instruction

☐ Technology integration

☐ Team-teaching strategies

☐ Strategies to increase student achievement

Briefly describe. (500 Character Maximum)

☐ Activity 2 - The district will hire highly qualified teachers to reduce class size in the following grade levels

Number of teachers hired to reduce class size:

Grade to be reduced	Subject to be reduced (9-12 and Other required if student count entered)	Students / Teacher before reduction	Students / Teacher after reduction
K			
1			
2			
3			
4			
5			

6			
7			
8			
9			
10			
11			
12			
Other (identify in subject)			

☐ Activity 3 - The district will perform the following in order to retain highly qualified teachers

☐ Mentoring programs

☐ Other - Provide information (500 Character Maximum)

☐ Activity 4 - The district will recruit highly qualified teachers by:

☐ offering a signing bonus or other incentive.

☐ What signing bonus or other incentive do you plan to offer? (500 Character Maximum)

**Performance Indicator:** Percent of teachers highly qualified and receiving high quality professional development as reported to OPI on the Annual Data Collection (ADC).

## Budget Pages

### Private/Nonpublic Equitable Share

#### Private/Nonpublic Schools Share

The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 4 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these four lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.

1. Amount available for public and private/nonpublic schools used in last save of this page.  
Current Amount available:
2. Budgeted Indirect Cost amount (from the Budget Detail page).  
Current Indirect Cost on the Budget Detail page:
3. Budgeted public district expenditures for Class-Size Reduction, Recruitment, and Retention.  
Current sum of 10CSR, 10REC and 10RET on the Budget Detail page:
4. Remaining funds for Professional Development (Line 1 - Line 2 - Line 3 calculated only on Save).  
Amount calculated with lines 1-3 current amounts:
5. Enter the number of participating elementary private/nonpublic students. (District must enter enrollment).  
(Click to see Private/Nonpublic Participation List - no enrollment data)
6. Enter the number of participating high school private/nonpublic students. (District must enter enrollment).
7. Sum of Public District and Private/Nonpublic Enrollments (Line 5a + Line 5b + Line 6 calculated only on Save)
8. Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment ((Line 5a + Line 5b) / Line 7 calculated only on Save)
9. Equitable Share (Line 8 X Line 4 rounded to a whole dollar, calculated only on Save)
10. Nonpublic Hold Harmless: Amount of services for which private/nonpublic schools were eligible in FY2002. (Sum of the following calculations for Elementary and High School amounts, calculated only on Save)  
  
FY 2002 Elementary Per Pupil Amount:  X Line 5a equals   
FY 2002 High School Per Pupil Amount:  X Line 5b equals
11. Amount to be budgeted for private school services. (larger of lines 9 and 10 - determined on Save)

**Budget Pages****Budget Detail****Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

**Topic 1: Improving Academic Achievement**

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title IIA Funds
									\$0
									\$0
									\$0
									\$0
									\$0
									\$0
<b>Sub Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Determining Maximum Indirect Cost allowed**

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost (C\*(D/1+D))

\$0
\$0
\$0
\$0

(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

\$0
\$0
\$0

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

**Budget Pages**  
**Budget Summary**

Budget (Read Only)

Code	Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
10	Instruction									
10CSR	Instruction-Class Size Reduction									
10REC	Instruction-Recruitment of Highly Qualified Staff									
10RET	Instruction-Retention of Highly Qualified Staff									
22	Professional Development									
Total Direct Costs										
Approved Indirect Cost X 0%										
Total Budget										

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## Overview/General Information

### ESEA Title II, Part D, Enhancing Education Through Technology (Ed Tech) Overview

---

- Program:** ESEA Title II, Part D, Enhancing Education Through Technology (Ed Tech)
- Purpose:** To provide grants to state education agencies (SEAs) to assist local education agencies (LEAs) for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.
- Legislation:** [Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, P.L. 107-110, Title II, Part D, Sections 2401-2416 Public Law 107-110: Title II, Part D](#)
- Guidance:** [Guidance on the Enhancing Education Through Technology \(Ed Tech\) Program](#)
- General Information:** A minimum of 25 percent of the district's funding under this title must be used for ongoing, sustained, intensive, high-quality professional development.

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## Program Detail

## Program Plan

### Program Plan

---

#### Topic 1: Improving Academic Achievement

**Goal 1.0 (NCLB Model):** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

---

**Goals and Objectives from the OPI Technology Plan as prescribed by NCLB (Select one objective that is the same as last year's selection.)**

**Note:** While the district data need only be updated every other year, yearly collection and analysis is encouraged.

#### Program Goal 1

Integrating Technology into Curriculum and Instruction: All Montana teachers will be effective and efficient integrators of technology into their curriculum and instruction.

- **Objective 1:** (formerly Objective 1.1)  
One hundred percent (100%) of district teachers will rate themselves as a 3 or better as measured by the Teachers Technology Use in Teaching and Learning section of TAGLIT\*, by spring 2014.

#### Program Goal 2

Increasing the Ability of Teachers to Teach: All Montana teachers and principals will be technologically proficient.

- **Objective 2:** (formerly Objective 3.1)  
One hundred percent (100%) of teachers will rate themselves a 3 or better by the Teachers' Technology skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the TAGLIT\* by spring 2014.

#### Program Goal 3

Enabling Students to Meet Challenging State Standards: All Montana students will be technologically proficient by eighth grade.

- **Objective 3:** (formerly Objective 4.1)  
One hundred percent (100%) of students will rate themselves as a 3 or better as measured by the Students' Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the TAGLIT\* by spring 2014.

## Program Detail

### Activities/Strategies for Objectives

---

#### Activities/Strategies to Meet the Objectives

---

Total Funds Available: (Allocation + Transfers + Redirection):

Ongoing, sustained, intensive, high-quality professional development must be provided to meet the objective utilizing a minimum of 25 percent of the district's funding under this title.

Professional Development Minimum Required (25% of Allocation + Transfers):

---

#### Section 1: Professional Development Activities/Strategies and Expenses (related to accomplishing the selected objective)

For the objective selected, respond to the following options and delineate the budget on the budget page as needed to progress toward meeting the objective. Budget the options identified below in the Professional Development Purpose Category on the budget page.

Check the appropriate options below that best describe activities to be accomplished with this funding:

Professional development in the use of technology is provided:

Check All that Apply:

- ☐ By district personnel
- ☐ Outside the district
- ☐ During the work day (in-service)
- ☐ Outside the contracted time

Professional development in the use of technology focuses on:

Check All that Apply:

- ☐ Technology Skills Development
- ☐ Integration of technology across the curriculum
- ☐ Curriculum development to integrate technology
- ☐ Preparing school technology leaders to assist other teachers with the integration of technology across the curriculum (not supplanting local funding)

Continue to Section 2 to select Activities/Strategies for the remaining available funds. If 100% of funds are to be allocated for Professional Development in Section 1, save this page and select the Budget Detail tab to continue.

---

#### Section 2: Other Activities/Strategies and Expenses (related to accomplishing the selected objective)

Budget the options identified below in the Instructional and/or Parent Involvement Purpose Category on the budget page.

Check the appropriate options below that best describe activities to be accomplished with this funding:

Check All that apply:

- ☐ Technology to increase academic achievement (Example: Core Curriculum support software, Productivity tool software, computer for reading lab with printer, replacement monitor for math lab computer, etc.) Software purchases must be supported by scientifically based research supporting the effectiveness of the software based intervention.

Specify: (250 Character Maximum)

--

- ☐ Evaluation of the use of technology in improving student academic achievement through meeting local curriculum and the state content and performance standards
- ☐ Using technology to collect, manage and analyze data to improve instruction
- ☐ Activities to connect schools and parents through the use of technology

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## Budget Pages

### Private/Nonpublic Equitable Share

#### Private/Nonpublic Schools Share

The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 3 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these three lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.

1. Amount available for public and private/nonpublic schools used in last save of this page.  
Current Amount available:
2. Budgeted Indirect Cost amount (from the Budget Detail page).  
Current Indirect Cost on the Budget Detail page:
3. Remaining funds for Professional Development (Line 1 - Line 2 calculated only on Save).  
Amount calculated with lines 1 and 2 current amounts:
4. Enter the number of participating private/nonpublic schools (include all member LE counts if System or Consortium)
5. Public District Enrollment (Sum of Fiscal Agent and all member LE counts if System or Consortium)
6. Sum of Public District and Private/Nonpublic Enrollments (Line 4 + Line 5 calculated only on Save)
7. Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 4 / Line 6 calculated only on Save)
8. Equitable Share (Line 7 X Line 3 rounded to a whole dollar, calculated only on Save)

## Budget Pages

### Budget Detail

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

#### Topic 1: Improving Academic Achievement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title IID Funds
									\$0
									\$0
									\$0
									\$0
									\$0
									\$0
<b>Sub Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

#### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost ( $C \cdot (D/1 + D)$ )

(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

**Budget Pages**  
**Budget Summary**

Budget (Read Only)

Code	Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
10	Instruction									
20	Support Services									
21	Parental/Family Involvement									
22	Professional Development									
23	Administration									
27	Pupil Transportation									
33	School and Community Support									
40	Facilities									
Total Direct Costs										
Approved Indirect Cost X 0%										
Total Budget										

Planning Copy  
Don Not Submit to the OPI

## Overview/General Information

### Title III Overview and General Information

---

**Program:** Title III - English Language Acquisition

**Purpose:** To ensure that Limited English Proficient (LEP) children become proficient in English and meet challenging state standards.

**Legislation:** [Public Law 107-110: Title III](#)

**Guidance:** <http://www.opi.mt.gov/pdf/bilingual/NRGSec%20A-K.pdf>

**General Information:** A maximum of 2 percent of the district's funding under Title III may be used for administration expenses, including indirect administrative expenses, and a portion of the funding must be used to support professional development activities.

Section 3114(b) excludes LEAs from getting an award under section 3114(a) if they qualify for less than \$10,000. Two or more LEAs may submit a joint application in order to qualify for an award. To view a list of all Title III allocations, click on the link below:

[Title III District Allocations](#)

Planning Copy  
Don Not Submit to the OPI

## Program Detail

### Activities/Strategies for Objectives

## Objectives and Activities

Allocation Available for Budget:

### Topic 1: Improving Academic Achievement

**Goal 1.0 (NCLB Model):** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Objective 1:** The district/consortium will develop, implement and administer the following instructional programs and activities in order to ensure that 100% of children who are limited English proficient attain English proficiency and meet state English Language Proficiency standards within 5 years.

To support this objective, the district/consortium will utilize the following activities (check any that apply):

- ☐ Native/Heritage Language Instruction
- ☐ Academic English Instruction
- ☐ Supplemental Reading Instruction

- ☐ Other (please describe in text box): (1,000 Character Maximum)

Grade level(s) to be served (K, 1...)

Number of students to be served

To support this objective, the district/consortium will carry out the following professional development activities through the grant:

- ☐ Instructional Strategies for LEP Students
- ☐ Content Area Instruction/Sheltered English
- ☐ Curriculum Development/Implementation

- ☐ Assessment
- ☐ Other (please describe in text box): (1,000 Character Maximum)

**EVALUATION TOOLS (OR INSTRUMENT):** MontCAS English Language Proficiency Assessment; MontCAS CRT Assessment

**PERFORMANCE INDICATORS:** Level determined as 'proficient' for the applicable year of enrollment

## Budget Pages

### Private/Nonpublic Equitable Share

#### Private/Nonpublic Schools Share

The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 3 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these three lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.

1. Amount available for public and private/nonpublic schools used in last save of this page.  
Current Amount available:
2. Budgeted Indirect Cost amount (from the Budget Detail page).  
Current Indirect Cost on the Budget Detail page:
3. Remaining funds for Professional Development (Line 1 - Line 2 calculated only on Save).  
Amount calculated with lines 1 and 2 current amounts:
4. Enter the number of participating private/nonpublic schools (include all member LE counts if System or Consortium)
5. Public District Enrollment (Sum of Fiscal Agent and all member LE counts if System or Consortium)
6. Sum of Public District and Private/Nonpublic Enrollments (Line 4 + Line 5 calculated only on Save)
7. Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 4 / Line 6 calculated only on Save)
8. Equitable Share (Line 7 X Line 3 rounded to a whole dollar, calculated only on Save)

## Budget Pages

### Budget

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

#### Topic 1: Improving Academic Achievement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title III Funds
									\$0
									\$0
									\$0
									\$0
									\$0
									\$0
<b>Sub Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

#### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost (C\*(D/1+D))

(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

**Budget Pages**  
**Budget Summary**

**Budget** (Read Only)

Code	Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
10	Instruction									
20	Support Services									
21	Parental/Family Involvement									
22	Professional Development									
23	Administration									
27	Pupil Transportation									
33	School and Community Support									
40	Facilities									
Total Direct Costs										
Approved Indirect Cost X 0%										
Total Budget										

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## Overview/General Information

### Title IV, Part A Overview and General Information

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**Program:** Title IV, Part A - Safe and Drug-Free Schools and Communities

**Purpose:** To support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

**Legislation:** [Public Law 107-110: Title IV, Part A](#)

**Guidance:** [Guidance for Title IV](#)

**General Information:** Title IV caps the total expenditures for all security purposes at 40% of the total allocation, subject to the limits for each security type. At least 60% of the allocation must be obligated for other approved activities.

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## Program Detail

### Objective 1

#### Title IV - Objective 1

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##### Topic 4: Improving School Climate

**Goal 4.0 (NCLB Model):** All schools will provide learning environments that are safe, drug free, and conducive to learning.

---

*Programs Implemented with SDFSC funds.*

*At least 60% of the total allocation must be spent on activities to support Objective 1. Administrative costs are budgeted under Objective 1 and are limited to no more than 2% of the total allocation.*

*Title IV caps the total expenditures for security activities and personnel at no more than 40% of the total allocation, distributed between Objective 2 and Objective 3. Objective 2 activities cannot exceed 20% of the total under any circumstance. For example, if you budget 20% of your funds to Objective 2 and none to Objective 3, you must budget the remainder for Objective 1 activities.*

**Objective 1:** The district will implement the following program(s):

**Program Title** (Maximum 80 characters)

Researched based? ☐ Yes ☐ No (See Instructions for information on research based programs)

Description of program if not research based. Local evaluation is required (see Instructions). (Maximum 500 Characters)

Activities: (Check any that apply)

- ☐ Age appropriate and developmentally based activities or curricula that:
  - ❖ address consequences of violence and illegal drug use
  - ❖ promote individual responsibility
  - ❖ teach students that most people do not illegally use drugs
  - ❖ teach social and peer pressure skills to resist illegal drug use
  - ❖ teach about the dangers of drugs
  - ❖ engage students in the learning process
  - ❖ reinforce in the secondary schools the prevention activities initiated in elementary schools
- ☐ Student assistance programs such as but not limited counseling, mentoring, referral to service, crisis intervention, peer mediation and suicide prevention
- ☐ Alternate education or prevention programs to reduce truancy and/or provide services to suspended or expelled students
- ☐ Involve schools, family and community members in setting expectations and community planning through: dissemination of information, training and other engagement activities
- ☐ Testing of students for illegal drug use or inspecting student lockers for weapons or illegal drugs or drug paraphernalia (consistent with the Fourth Amendment to the U.S. Constitution)
- ☐ School safety hotlines
- ☐ Character education community service and service-learning projects

- ☐ Background checks of LEA employees and prospective employees
- ☐ Evaluation and the collection of objective data to assess program needs and program success
- ☐ After-school or before-school programs
- ☐ Special or one-time events (e.g. Red Ribbon Week)
- ☐ Administration costs (not more than 2% of the allocation)

Total Allocation Available (\$):  20%  40%  60%

Budget for Objective 1 (not less than 60% of the Total Allocation Available):\$

Evaluation Tools: Indicate which tools your district will use to evaluate the impact of the services and activities you have selected.

- ☐ Youth Risk Behavior Survey (YRBS)
- ☐ School Discipline report
- ☐ Prevention Needs Assessment
- ☐ Other - May include but not be limited to School Surveys, discipline referrals, counselor referrals, parental notifications, law enforcement reports, anecdotal evidence, etc.

Performance Indicators: Reported in School Discipline Report (At Year End):

Student incidents involving Suspension/Expulsion [codes 250,260,400,410]

Student incidents involving Alcohol, Drugs, Tobacco [codes 1000, 1600, 3300]

Student incidents involving Violence [codes 1300, 1700, 1800, 2600, 2800, 3200]

Student incidents involving Weapons [codes 11, 12, 13, 20, 96, 97]

Student incidents involving Other [codes 1100, 1200, 2400, 2500, 3500, 9000]

**Budgeted amounts from Objectives 2 and 3 (Security) page.** Title IV caps the total expenditures for all security purposes at 40% of the total allocation, subject to the limits for each security type. At least 60% of the allocation must be obligated for other approved activities.

Budget for Objective 2 (Security Hardware): (Not more than 20% of the total allocation)

Budget for Objective 3 (Hiring and training of security personnel): (Not more than 40% of the total allocation)

Total Budget for Objectives 1-3 (\$):

## Program Detail

### Objectives 2-3 (Security)

#### Title IV - Objective 2-3

---

*Programs Implemented with SDFSC funds.*

*At least 60% of the total allocation must be spent on activities to support Objective 1. Administrative costs are budgeted under Objective 1 and are limited to no more than 2% of the total allocation.*

*Title IV caps the total expenditures for security activities and personnel at no more than 40% of the total allocation, distributed between Objective 2 and Objective 3. Objective 2 activities cannot exceed 20% of the total under any circumstance. For example, if you budget 20% of your funds to Objective 2 and none to Objective 3, you must budget the remainder for Objective 1 activities.*

**Objective 2:** (Optional) The district will implement the following Security program(s).

Note: Security personnel, such as school resource officers, are budgeted under Objective 3.

**Program Title** (Maximum 80 characters)

Researched based? ☐ Yes ☐ No (See Instructions for information on research based programs)

Description of program if not research based. Local evaluation is required (see Instructions). (Maximum 500 Characters)

Activities: (Check any that apply)

- ☐ Acquiring and installing metal detectors, electronic locks, surveillance cameras or related equipment; canine searches
- ☐ Developing and implementing comprehensive school security plans
- ☐ Supporting safe zones of passage which may include bicycle and pedestrian safety programs

Total Allocation Available (\$):  20%  40%  60%

Budget for Objective 2 (not more than 20% of the Total Allocation Available):\$

Evaluation Tools: Indicate which tools your district will use to evaluate the impact of the services and activities you have selected.

- ☐ Youth Risk Behavior Survey (YRBS)
- ☐ School Discipline report
- ☐ Prevention Needs Assessment
- ☐ Other - May include but not be limited to School Surveys, discipline referrals, counselor referrals, parental notifications, law enforcement reports, anecdotal evidence, etc.

Performance Indicators: Reported in School Discipline Report (At Year End):

Student incidents involving Suspension/Expulsion [codes 250,260,400,410]

Student incidents involving Alcohol, Drugs, Tobacco [codes 1000, 1600, 3300]

Student incidents involving Violence [codes 1300, 1700, 1800, 2600, 2800, 3200]

Student incidents involving Weapons [codes 11, 12, 13, 20, 96, 97]  
Student incidents involving Other [codes 1100, 1200, 2400, 2500, 3500, 9000]

---

**Objective 3:** (Optional) The district will hire and train security personnel.

Budget for Objective 3 (Not more than 40% of the Total Allocation Available): \$

Evaluation Tools: NONE

Performance Indicators: NONE

---

**Budgeted amounts from Objectives 2 and 3 (Security) page.** Title IV caps the total expenditures for all security purposes at 40% of the total allocation, subject to the limits for each security type. At least 60% of the allocation must be obligated for other approved activities.

Budget for Objective 1 (Non-Security Programs): (Not less than 60% of the total allocation)

Sum of Budget Amounts for Objectives 2 and 3: (Not more than 40% of the total allocation)

---

Total Budget for Objectives 1-3 (\$):

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## Budget Pages

### Private/Nonpublic Equitable Share

#### Private/Nonpublic Schools Share

The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 3 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these three lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.

1. Amount available for public and private/nonpublic schools used in last save of this page.  
Current Amount available:
2. Budgeted Indirect Cost amount (from the Budget Detail page).  
Current Indirect Cost on the Budget Detail page:
3. Remaining funds for Professional Development (Line 1 - Line 2 calculated only on Save).  
Amount calculated with lines 1 and 2 current amounts:
4. Enter the number of participating private/nonpublic schools (include all member LE counts if System or Consortium)
5. Public District Enrollment (Sum of Fiscal Agent and all member LE counts if System or Consortium)
6. Sum of Public District and Private/Nonpublic Enrollments (Line 4 + Line 5 calculated only on Save)
7. Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 4 / Line 6 calculated only on Save)
8. Equitable Share (Line 7 X Line 3 rounded to a whole dollar, calculated only on Save)

## Budget Pages

### Budget Detail

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

#### Topic 4: Improving School Climate

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title IVA Funds
									\$0
									\$0
									\$0
									\$0
									\$0
									\$0
<b>Sub Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

#### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost ( $C \cdot (D/1 + D)$ )

(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

**Budget Pages**  
**Budget Summary**

**Budget** (Read Only)

Code	Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
10	Instruction									
20	Support Services									
21	Parental/Family Involvement									
22	Professional Development									
23	Administration									
27	Pupil Transportation									
33	School and Community Support									
40	Facilities									
Total Direct Costs										
Approved Indirect Cost X 0%										
Total Budget										

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## Overview/General Information

### Title V, Part A Overview and General Information

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<b>Program:</b>	Title V, Part A - Innovative Programs
<b>Purpose:</b>	To support local education reform efforts that are consistent with and sustain statewide reform efforts; implement promising educational reform programs; provide for innovation and educational improvement; and assist in meeting the special needs of at-risk and high-cost students.
<b>Legislation:</b>	<a href="#">Public Law 107-110: Title V, Part A</a>
<b>Guidance:</b>	<a href="#">Guidance for Title V, Part A</a>
<b>General Information:</b>	<a href="#">Title V, Part A General Information</a>

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## Program Detail

## Activities Summary

### Activities Summary

---

#### Topic 1: Improving Academic Achievement

**Goal 1.0 (NCLB Model):** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

---

**Objective 1:** 83% or more of students (including those in each disaggregated student group) will achieve proficiency in reading.

Performance Measure: Adequate Yearly Progress (AYP)

**Objective 2:** 68% or more of students (including those in each disaggregated student group) will achieve proficiency in math.

Performance Measure: Adequate Yearly Progress (AYP)

---

**Activities:** Choose one or more of the 27 activities from the following Activities pages.

---

#### Summary of Uses

The table below provides a summary of the expenditures entered on the Local Uses of Funds Choice pages. The Private / Nonpublic School Total must equal the Equitable Share that is calculated on the Equitable Share page (fields marked #). The Overall Total (Page Totals-Total) must equal the Amount Available for Public and Nonpublic schools (net of indirect costs) when complete (fields marked ##).

Total Available Allocation:

Private/Nonpublic Equitable Share:  (#)

Indirect Costs from Budget Detail page:

Amount Available for Public and Private/Nonpublic Schools (net of indirect costs):  (##)

	Choice 1	Choices 2-9	Choices 10-18	Choices 19-27	Totals
Public School Total					
Private/Nonpublic School Total					(#)
Page Totals					(##)

**Program Detail**  
**Activity 1**

## Local Uses of Funds - Activity 1

Planned Uses	Public Schools		Private/Nonpublic Schools	
	Amount (\$)	Students Served	Amount ((\$)	Students Served
1a. Programs to hire highly qualified teachers to reduce class size, especially in the early grades.	<input style="width: 80px;" type="text"/>	<input style="width: 80px;" type="text"/>		
1b. Professional development activities carried out in accordance with Title II, Part A, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards. <a href="#">(Please review: Criteria for High Quality Professional Development activity using Title V, Part A funds)</a>	<input style="width: 80px;" type="text"/>	<input style="width: 80px;" type="text"/>	<input style="width: 80px;" type="text"/>	<input style="width: 80px;" type="text"/>
Total Public Amount:	<input style="width: 80px;" type="text"/>	Total Private / Nonpublic Amount:		<input style="width: 80px;" type="text"/>
Total Public + Private/Nonpublic:	<input style="width: 80px;" type="text"/>			

### Summary of Uses

The table below provides a summary of the expenditures entered on the Local Uses of Funds Choice pages. The Private / Nonpublic School Total must equal the Equitable Share that is calculated on the Equitable Share page (fields marked #). The Overall Total (Page Totals-Total) must equal the Amount Available for Public and Nonpublic schools (net of indirect costs) when complete (fields marked ##).

Total Available Allocation:	<input style="width: 80px;" type="text"/>	Private/Nonpublic Equitable Share:	<input style="width: 80px;" type="text"/> (#)
Indirect Costs from Budget Detail page:	<input style="width: 80px;" type="text"/>		
Amount Available for Public and Private/Nonpublic Schools (net of indirect costs):	<input style="width: 80px;" type="text"/> (##)		

	Choice 1	Choices 2-9	Choices 10-18	Choices 19-27	Totals
Public School Total					
Private/Nonpublic School Total					(#)
Page Totals					(##)

<b>Program Detail</b>
<b>Activities 2-9</b>

## Local Uses of Funds - Activities 2-9

### Planned uses

	Public Schools		Private/Nonpublic Schools	
	Amount (\$)	Students Served	Amount (\$)	Students Served
2. Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.				
a. Instructional material and library services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Computer software and hardware for instructional use	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Other curricular materials and assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Promising education reform projects, including magnet schools.	<input type="text"/>	<input type="text"/>		
5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.	<input type="text"/>	<input type="text"/>		
6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.	<input type="text"/>	<input type="text"/>		
7. Programs to provide for the educational needs of gifted and talented children.	<input type="text"/>	<input type="text"/>		
8. The planning, design, and initial implementation of charter schools as described in Title V, Part B.	N/A	N/A		
9. School improvement programs or activities under Title I, Part A, sections 1116 and 1117.	<input type="text"/>	<input type="text"/>		
	Total Public Amount:	<input type="text"/>	Total Private / Nonpublic Amount:	<input type="text"/>

Total Public + Private/Nonpublic:

Summary of Uses

The table below provides a summary of the expenditures entered on the Local Uses of Funds Choice pages. The Private / Nonpublic School Total must equal the Equitable Share that is calculated on the Equitable Share page (fields marked #). The Overall Total (Page Totals-Total) must equal the Amount Available for Public and Nonpublic schools (net of indirect costs) when complete (fields marked ##).

Total Available Allocation:  Private/Nonpublic Equitable Share:  (#)

Indirect Costs from Budget Detail page:

Amount Available for Public and Private/Nonpublic Schools (net of indirect costs):  (##)

	Choice 1	Choices 2-9	Choices 10-18	Choices 19-27	Totals
Public School Total					
Private/Nonpublic School Total					(#)
Page Totals					(##)

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**Program Detail**  
**Activities 10-18**

**Local Uses of Funds - Activities 10-18**

Planned uses	Public Schools		Private/Nonpublic Schools	
	Amount (\$)	Students Served	Amount (\$)	Students Served
10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage. (Must tie to curriculum.)	<input type="text"/>	<input type="text"/>		
11. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).	<input type="text"/>	<input type="text"/>		
12. Activities to promote, implement, or expand public school choice.	<input type="text"/>	<input type="text"/>		
13. Programs to hire and support school nurses.	<input type="text"/>	<input type="text"/>		
14. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.	<input type="text"/>	<input type="text"/>		
15. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.	<input type="text"/>	<input type="text"/>		
16. Programs to establish or enhance prekindergarten programs for children.	<input type="text"/>	<input type="text"/>		
17. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.	<input type="text"/>	<input type="text"/>		
18. Programs for cardiopulmonary resuscitation (CPR) training in schools.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Total Public Amount:	<input type="text"/>	Total Private / Nonpublic Amount:	<input type="text"/>

Total Public + Private/Nonpublic:

Summary of Uses

The table below provides a summary of the expenditures entered on the Local Uses of Funds Choice pages. The Private / Nonpublic School Total must equal the Equitable Share that is calculated on the Equitable Share page (fields marked #). The Overall Total (Page Totals-Total) must equal the Amount Available for Public and Nonpublic schools (net of indirect costs) when complete (fields marked ##).

Total Available Allocation:  Private/Nonpublic Equitable Share:  (#)

Indirect Costs from Budget Detail page:

Amount Available for Public and Private/Nonpublic Schools (net of indirect costs):  (##)

	Choice 1	Choices 2-9	Choices 10-18	Choices 19-27	Totals
Public School Total					
Private/Nonpublic School Total					(#)
Page Totals					(##)

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**Program Detail**  
**Activities 19-27**

**Local Uses of Funds - Activities 19-27**

**Planned uses**

	Public Schools		Private/Nonpublic Schools	
	Amount (\$)	Students Served	Amount (\$)	Students Served
19. Programs to establish smaller learning communities.	<input type="text"/>	<input type="text"/>		
20. Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.	<input type="text"/>	<input type="text"/>		
21. Initiatives to generate, maintain, and strengthen parental and community involvement.	<input type="text"/>	<input type="text"/>		
22. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.	<input type="text"/>	<input type="text"/>		
23. Programs to provide same-gender schools and classrooms (consistent with applicable law and federal guidelines on single sex classes and schools).	<input type="text"/>	<input type="text"/>		
24. Service learning activities. (Must be tied to core content areas.)	<input type="text"/>	<input type="text"/>		
25. School safety programs, including programs to implement the policy described in section 9532 (unsafe school choice) and which may include payment of reasonable transportation costs and tuition costs for such students.	<input type="text"/>	<input type="text"/>		
26. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.	<input type="text"/>	<input type="text"/>		
27. Supplemental educational services, as defined in Title I, Part A, section 1116(e).	<input type="text"/>	<input type="text"/>		
	Total Public Amount:	<input type="text"/>	Total Private / Nonpublic Amount:	<input type="text"/>
Total Public + Private/Nonpublic:	<input type="text"/>			

**Summary of Uses**

The table below provides a summary of the expenditures entered on the Local Uses of Funds Choice pages. The Private / Nonpublic School Total must equal the Equitable Share that is calculated on the Equitable Share page (fields marked #). The Overall Total (Page Totals-Total) must equal the Amount Available for Public and Nonpublic schools (net of indirect costs) when complete (fields marked ##).

Total Available Allocation:

Private/Nonpublic Equitable Share:

(#)

Indirect Costs from Budget Detail page:

Amount Available for Public and Private/Nonpublic Schools (net of indirect costs):

(##)

	Choice 1	Choices 2-9	Choices 10-18	Choices 19-27	Totals
Public School Total					
Private/Nonpublic School Total					(#)
Page Totals					(##)

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## Budget Pages

### Private/Nonpublic Equitable Share

#### Private/Nonpublic Schools Share

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The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 3 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these three lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.

1. Amount available for public and private/nonpublic schools used in last save of this page.  
Current Amount available:
2. Budgeted Indirect Cost amount (from the Budget Detail page).  
Current Indirect Cost on the Budget Detail page:
3. Remaining funds for Professional Development (Line 1 - Line 2 calculated only on Save).  
Amount calculated with lines 1 and 2 current amounts:
4. Enter the number of participating private/nonpublic schools (include all member LE counts if System or Consortium)
5. Public District Enrollment (Sum of Fiscal Agent and all member LE counts if System or Consortium)
6. Sum of Public District and Private/Nonpublic Enrollments (Line 4 + Line 5 calculated only on Save)
7. Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 4 / Line 6 calculated only on Save)
8. Equitable Share (Line 7 X Line 3 rounded to a whole dollar, calculated only on Save)

## Budget Pages

### Budget Detail

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

#### Topic 1: Improving Academic Achievement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title VA Funds
									\$0
									\$0
									\$0
									\$0
									\$0
									\$0
<b>Sub Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

#### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost ( $C \cdot (D/1 + D)$ )

(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

Budget Pages

Budget Summary

Budget (Read Only)

Code	Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
10	Instruction									
20	Support Services									
21	Parental/Family Involvement									
22	Professional Development									
23	Administration									
27	Pupil Transportation									
33	School and Community Support									
40	Facilities									
Total Direct Costs										
Approved Indirect Cost X 0%										
Total Budget										

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## Overview/General Information

### Title VI Part B, Subpart 2 - Rural Low Income Overview and General Information

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<b>Programs:</b>	Title VI Part B, Subpart 2 - Rural Low Income
<b>Purpose:</b>	The Rural and Low-Income Schools (RLIS) program is an initiative that provides grant funds to rural Local Education Agencies (LEAs) that serve concentrations of children from low-income families. Under the RLIS program, the US Department of Education awards funds by formula to State education agencies, which in turn make subgrants to LEAs either by formula or competitively. An LEA may use RLIS funds to support a range of authorized activities in order to assist the LEA in meeting its State's definition of adequate yearly progress.
<b>Legislation:</b>	Public Law 107-110: Title VI <a href="#">Part B, Subpart 2 - Rural Low Income</a>
<b>Guidance:</b>	<a href="#">U.S. Department of Education Guidance on the Rural Education Achievement Program</a>
<b>General Information:</b>	<a href="#">Rural and Low Income Program Information</a>

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## Program Detail

### Rural Low Income Schools Program Activities Instructions

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Allocation Available for Budget:

#### Topic 1: Improving Academic Achievement

**Goal 1.0 (NCLB Model):** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

☐ Topic 1 Selection on the Topic Funding page

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**Objectives:** The applicant has already identified objectives related to the above goal(s) within related Title programs. No further objectives are required.

**Activities:** Districts must choose to fund one or more of the activities under Topics listed for this program:

- ☐ Support for educational technology, including software and hardware, that meets the requirements of ESEA, Title II, Part D (Enhancing Education Through Technology)
- ☐ Activities authorized under ESEA, Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- ☐ Activities authorized under ESEA, Title I, Part A (Improving Basic Programs Operated by LEAs)

Briefly Describe. (500 Character Maximum)

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**Performance Indicator:** The applicant has already identified Tools and Indicators related to the above activities within related Title programs. No further Tools and Indicators are required.

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#### Topic 2: Assuring Qualified Personnel

**Goal 2.0 (NCLB Model):** All students will be taught by qualified personnel.

☐ Topic 2 Selection on the Topic Funding page

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**Objectives:** The applicant has already identified objectives related to the above goal(s) within related Title programs. No further objectives are required.

**Activities:** Districts must choose to fund one or more of the activities under the Topics listed for this Program:

- ☐ Teacher recruitment and retention activities, including the use of signing bonuses and other financial incentives
- ☐ Teacher professional development activities, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs

Briefly Describe. (500 Character Maximum)

Performance Indicator: The applicant has already identified Tools and Indicators related to the above activities within related Title programs. No further Tools and Indicators are required.

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**Topic 4: Improving School Climate**

**Goal 4.0 (NCLB Model):** All schools will provide learning environments that are safe, drug free, and conducive to learning.

☐ Topic 4 Selection on the Topic Funding page

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**Objectives:** No further objectives are required. The applicant has already identified objectives related to the above goal(s) within related title Programs.

Activities: Districts must choose to fund one or more of the activities under the Topics listed for this Program:

- ☐ Activities authorized under the Save and Drug-Free School and Communities: State Grants program (ESEA, Title IV, Part A, Subpart 1)

Briefly Describe. (500 Character Maximum)

Performance Indicator: The applicant has already identified Tools and Indicators related to the above activities within related Title programs. No further Tools and Indicators are required.

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**Topic 6: Increasing Parent and Community Involvement**

**Goal 6.0 (NCLB Model):** All parents, families, and communities will be involved in their children's education.

☐ Topic 6 Selection on the Topic Funding page

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**Objectives:** No further objectives are required. The applicant has already identified objectives related to the above goal(s) within related title Programs.

Activities: Districts must choose to fund one or more of the activities under the Topics listed for this Program:

- ☐ Research-based Reading Programs
- ☐ Diagnostic and/or Formative Assessments to Inform Instruction

Briefly Describe. (500 Character Maximum)

Performance Indicator: The applicant has already identified Tools and Indicators related to the above activities within related Title programs. No further Tools and Indicators are required.

## Budget Pages

### Budget Detail

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Total Allocation Available for Budgeting

#### Topic 1: Improving Academic Achievement

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title VIB Funds
<b>Sub Total</b>									

#### Topic 2: Assuring Qualified Personnel

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Title VIB Funds
<b>Sub Total</b>									
<b>Totals</b>									

#### Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(B) Budgeted Property and Equipment Cost (Object 700)

(C) Allowable Direct Costs (A-B)

(D) Indirect Cost Rate %

(E) Maximum Indirect Cost (C\*(D/1+D))

  
  
  
  


(F) Total budgeted above

(G) Budgeted Indirect Cost

(H) Total Budget (F+G)

Allocation Remaining (A-H)

Budget Pages

Property and Equipment

Property and Equipment

Amount Budgeted for Property and Equipment under Object Code 700:

For each item costing \$5000 or more, enter the description of the item(s), the quantity of the item(s), and the unit cost of the item(s).

Description of Item	Quantity	Unit Cost	Total Cost
Total Cost of All Items			

Provide additional information below, if needed. (1000 character maximum)

Budget Pages

Budget Detail

Budget (Read Only)

Code	Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	TOTAL
10	Instruction									
20	Support Services									
21	Parental/Family Involvement									
22	Professional Development									
23	Administration									
27	Pupil Transportation									
33	School and Community Support									
40	Facilities									
Total Direct Costs										
Approved Indirect Cost X 0%										
Total Budget										

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